DOCUMENT RESUME

ED 337 765 CS 010 742

AUTHOR Ediger, Marlow
TITLE Reading and the Student.
PUB DATE 91
NOTE 5p.
PUB TYPE Viewpoints (Opinion/Position Papers, Essays, etc.) (120)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Behavioral Objectives; Classroom Techniques; *Educational Philosophy; Elementary Secondary Education; Existentialism; Problem Solving; *Reading Instruction; Reading Material Selection; Reading Programs
IDENTIFIERS Great Books Curriculum

ABSTRACT

For each student to achieve optimally, a quality reading program must provide for individual differences. To guide students to learn as much as possible individually, selected philosophies of reading instruction may be used. These include: (1) experimentalism with its stress placed upon students reading to solve problems; (2) measurably stated objectives and pupils reading to achieve these predetermined ends; (3) existentialism and students selecting their own reading materials sequentially; and (4) the great books philosophy whereby learners read that which has endured over the decades and centuries, as well as in space. (RS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Marlow Ediger

1991

ED337765

READING AND THE STUDENT

A quality reading curriculum is a must for each student. The student and reading should become one ,not separate entities. Reading needs to capture the interests of each learner. Thus students become fascinated with reading diverse kinds of literature,as well as reading for a variety of purposes. Set establishment is in evidence.Students attend to that which is being presented in reading.

Also, learners need to perceive purpose in reading.With perceived purpose,students accept reasons for reading content. Purpose may be established deductively whereby the reading teacher states the significance of what will be read. Induction may also be used as a means of guiding learners to perceive reasons for reading. With induction, the reading teacher asks questions of students so the latter discovers purpose or reason for learning selected content.In addition to deduction and induction, students may achieve purpose through extrinsic rewards. Here, the reading teacher announces ,prior to instruction, that which students are to learn in reading as a result of instruction. The purpose is stated very clearly to students so that they know precisely what to acquire from a lesson or unit of study in reading.The teacher then teaches to guide learners to attain precise stated objectives.After instruction, student achievement is measured .Those who attained adequately ,receive awards promised at the beginning of the lesson. These extrinsic rewards can be either primary or secondary reinforcers.

Students should experience quality sequence in reading. Continuous progress for each student is then possible. Behaviorists stress learners achieving measurably stated objectives ,arranged prior to instruction, in ascending order of difficulty for student attainment. Toward the other end of the continuum, humanism as a psychology of teaching,emphasizes input from learners in determining objectives, learning opportunities, and appraisal procedures in reading. Teacher- student planning, individualized reading, and a contract system stress the psychology of humanism.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Marlow Ediger

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

CS010743

Philosophy of Reading Instruction

Philosophy in education provides excellent guidelines for teaching reading. Experimentalism emphasizes a problem solving approach. Students with teacher guidance need to identify one or more problems. After problem selection and clarification, reading of content is a method of securing information in answer to the problem.With ample information, learners may develop a hypothesis.The hypothesis is tentative, not an absolute. Thus the hypothesis is subject to testing. Again , reading,along with other learning opportunities, can provide subject matter to test and evaluate the hypothesis.Revision and modification of the hypothesis can be an end result.

With Experimentalism, reading emphasizes a skill . The skill is a process,not a product. Skills stress a doing approach. The learner performs an act or deed in response to a dilemma situation.The dilemma represents a perplexity, not a clear-cut situation.With the perplexity,a problem solving occasion arises.Clarity of problem statement is needed so that information to provide needed answers can be secured.

Second, measurably stated objectives might be utilized as a philosophy of instruction. Here,precise objectives need to be written for student achievement. The objectives may be announced to students prior to the teacher presenting a directed lesson in reading instruction. After instruction , the teacher measures if a student has attained the stated objectives.The tests administered to students are aligned with the objectives. Validity in testing is then in evidence. If the test measures consistently, reliability is then present, be it test-retest, split-half, or alternative forms reliability.

Measurably stated objectives are associated with the testing and measurement movement.The teacher can then measure if a student has or has not attained an objective.Per cents ,percentiles,and standard deviations are used to express progress of students in numerical terms. Guesswork is not involved when determining if a student has been successful in goal attainment.Objectives are written in measurable terms

making it possible to report student progress using numbers.

Objectives in reading need to be written in measurable terms. These ends might well emphasize reading to secure facts,main ideas,generalizations,skim and scan,and directions. Critical and creative reading goals may also be stressed in measurable terms.

Third ,existentialism may be emphasized in the curriculum. With existentialism, heavy learner input into the curriculum is desired. Several approaches may be utilized here. Students may select their very own reading materials to read. After reading the content,learners may choose the method of appraisal.The reading teacher and the student then cooperatively appraise the students achievement in reading the completed library book.A discussion ,among other procedures, might well assist in evaluating comprehension of content.

A second approach may stress a contract system. Here, the student determines which books he/she will read in a designated period of time.The due date is written into the contract and signed by both the teacher and the student.The reading teacher is a guide and advisor, not a determiner of the reading curriculum for the learner. The due date is a motivator for the student to complete contractual agreements on time. Choice for reading materials rests with the learner.Sequence resides within the student,not the teacher nor symbolic content in the self-selected trade books.Motivation for reading is dependent upon the involved student.Higher energy levels for learning come from self-selection of reading materials.Humanism,as a psychology of learning, is emphasized when students make choices and assume responsibility for acquired content in reading.

The GREAT BOOKS provides a fourth philosophy in teaching reading. THE GREAT BOOKS stresses ideas that have endured in time and space. Recently written books may not survive as salient as the years go by. Enduring ideas have survived due to relevance and significance.The original or simplified versions may be used in teaching-learning situations.When reading content which has survived scrutiny over the decades and centuries,students learn that which is worthwhile in time and place.

Writers such as Robert Louis Stevenson, Edgar Allen Poe, Plato, Aristotle, Alfred Lord Tennyson, William Shakespeare, among others, wrote content in a much earlier time than the present and yet their writings are still salient and relevant. Higher mental processes of students are used to discuss content read from writers of THE GREAT BOOKS.The abstract is to be prized over the concrete and the semi-concrete.A liberal arts education is then in evidence since all students are to benefit from ideas of the great thinkers of the past.

IN SUMMARY

A quality reading program provides for individual differences. Each student is to achieve optimally. To guide students to learn as much as possible individually, selected philosophies of reading instruction may be used. These include

1.Experimentalism with its stress placed upon students reading to solve problems.

2.measurably stated objectives and pupils reading to achieve these predetermined ends.

3.existentialism and students selecting their very own reading materials sequentially.

4.THE GREAT BOOKS PHILOSOPHY whereby learners read that which has endured over the decades and centuries, as well as in space.